

Area of Study

Local and Global Citizenship

Overview

This transition unit was developed in response to the growing numbers of teachers and students in Ireland who are developing links with their peers in the Global South. It provides a range of activities aimed at helping students to explore their understanding of North/South relationships and concepts such as partnership, development, power, and solidarity. It challenges students to think critically about their perceptions of themselves, their world and their place in it. The main aim is to help students and teachers explore and experience how North/South learning partnerships can be a vehicle for enhancing understanding, facilitating joint learning and expressing solidarity.

Related learning

This unit has clear links with CSPE in the Junior Certificate, Religious Education and Social and Scientific at Leaving Certificate level, Social Education in the Leaving Certificate Applied as well as links to the proposed new Leaving Certificate subject Politics and Society. The exploration of development themes also links with both Junior Certificate and Leaving Certificate Geography.

Outline of the unit

Resource materials are available to support teachers and students in working through this TU.

This transition unit is broken into three parts. **A flexible approach to delivering this unit is recommended and each part need not be taught in the order set out below.**

Part 1 Our place in the world (introductory activities)

Students

- create a short profile of 'Me and My Life' with the intention of exchanging it with peers in their partner school
- consider what is like for a student in their partner school and discuss similarities and differences with their lives

- who have participated in the school's N/S linking project in a previous year talk about the people they came to know and their experience of linking
- begin thinking about questions they would like to ask young people their age who are living in their partner country
- examine their perceptions of different people and places and our links with them, through a series of activities
- play a series of games to stimulate discussion on the often harmful nature of stereotyping
- examine media images of people in the developing world as depicted in a variety of media sources, e.g. newspapers, magazines, internet, books. They may take a particular country or region and survey the amount and type of coverage/language that different newspapers give to that country/region
- explore perceptions of culture to create an awareness of cross-cultural similarities and differences
- conduct some initial research on their partner country or on an issue of relevance to their partner school, such as climate change, HIV/AIDS, conflict, etc.

Part 2 Taking a deeper look at our world

Students

- participate in an activity 'If the world was a village' to experience how the world's resources are divided unequally
- participate in an activity to explore interdependence and the ways we are all connected globally
- examine different world maps that reflect incidence of poverty, conflict and inequality across the globe
- rank different definitions of 'Development' and use photos and cartoons to discuss different perspectives on development
- are encouraged to identify what they consider to be the root causes of poverty both at home and in the wider world
- differentiate between causes and consequences and in particular the structural causes of poverty
- examine and debate the role of Aid in alleviating poverty, different kinds of Aid and the role of Irish Aid
- assess progress made in delivering on the Millennium Development Goals with a particular focus on their partner country.

Part 3 Developing Partnerships

Students

- brainstorm the various ways that cooperation and solidarity can be developed between people in Ireland and in the Global South, and exchange this with their partner school

- explore the characteristics of reciprocal relationships and how they differ from unequal relationships, through discussion and drama
- discuss donor – recipient relationships
- examine the reasons for linking and what they hope to learn, and share these with their partner school
- discuss the possible benefits and pitfalls for both partners
- draft a partnership agreement and agree on next steps in developing their learning partnership
- agree on ways of sharing the learning gained from their partnership (which may involve organising an awareness day, media event, project, participating in YSI, etc.)
- reflect on and analyse the knowledge, skills and attitudes developed and enhanced through their participation in this transition unit and from their learning partners.

It is important that students keep a learning journal throughout their participation in the transition unit. See section 11 below.

Breakdown of the unit (how timetabled)

The unit can be taught over a fifteen week period (e.g. Sept – Christmas) timetabled for two double periods each week. Alternatively it could be taught over a whole year timetabled for one double period each week. Double classes work best as they facilitate group work and active learning methodologies.

Aims

This transition unit aims to:

- develop a critical awareness and understanding of key development concepts and issues
- help students explore how a North/South learning partnership can be a way towards enhancing understanding, facilitating joint learning and expressing solidarity
- foster attitudes of respect, understanding and empathy towards people in different cultures and circumstances.

Learning Outcomes

On completion of this unit students should be able to:

- critically reflect upon their own perceptions of the world they live in and their place in it
- analyse images, texts and maps related to the Global South
- value each other and listen to each other with respect and openness

- engage in group work and recognise the value of each person's contribution
- express informed opinions on a range of development issues
- recognise and critique stereotyping and bias in print, in images, in interpersonal discussion and in themselves
- display skills associated with research, communication and presentation
- present information and data to others in a creative and engaging way using a variety of artistic forms and ICT
- critically reflect upon their reasons for N/S linking and the possible benefits and pitfalls
- discuss and evaluate different practical ways that people can show solidarity and build reciprocal relationships between North and South
- empathise (rather than sympathise) with people whose lives are different
- demonstrate cultural awareness and cultural sensitivity in their dealings with partner school
- demonstrate a sense of themselves as agents for change
- reflect on themselves as learners through the use of a Learning Journal

Key skills

How evidenced

information processing

Students will learn how to critically read images and information from various media. They will use the internet to find information in relation to global issues and develop skills in recording, organising and summarising information. They will also have to think about how best to present information to their peers and to their partner school.

critical and creative thinking

Students will discuss and analyse global issues and be challenged to rethink some of their assumptions in relation to people and places. They will be encouraged to think critically and creatively in relation to making a learning partnership work.

communicating

Through the various active learning methodologies, students learn how to listen and dialogue with each other around global justice issues; expressing opinions, discussing, speculating, challenging, reasoning, and reflecting. They will also gain cross-cultural communication skills through their linking and learning with another school.

Working with others	Students will become more sensitive to different views and perspectives through a strong emphasis on group work. The students will also get a chance to learn how to work together through the research and project work, and understand how each member of a group has a unique contribution to make. They will also learn the value of collaborating with students from another culture.
Being personally effective	Students will become more confident in presenting their views and learn how to give and receive feedback. They will also set personal and collective goals and have to meet deadlines and targets in relation to project work and other aspects of the TU. Students will learn how to reflect on what they have learned and the skills they have gained through the use of a Learning Journal.

Learning approaches

This transition unit promotes the use of active learning methodologies and acknowledges that students learn best from each other and in dialogue with people from a variety of backgrounds.

Therefore group work and structured discussion plays an important role in teaching this unit. Photos, images, cartoons, newspaper articles and short videos are also used as a way of challenging perceptions and opening discussion on a topic. Drama and role play is used to provide students with a chance to 'live out' the experience of another person. Visiting speakers can also be integrated into the unit as well as field trips (such as a visit to the Irish Aid Information Centre, Dublin.) The use of ICT is encouraged through internet research, Skype, creating powerpoint presentations, etc.

Assessment

Assessment will be based on the completion of a Learning Journal. The journal will contain reflections on the students' response to each of the sessions – using words, art or images. Five minutes should be allocated at the end of each class for students to record their thoughts and observations on each of the lessons. In some cases, students will need more time to complete their journal at home. Journal records need not be limited to the students' personal responses. In addition the teacher can provide questions aimed at helping the students consider key issues and challenges as they arise.

The journal will also allow students identify what they have learned, what skills they have gained and how the unit has impacted on their attitudes and behaviour. Reflections in the journal need not be limited to written word only (art, poetry, drawing, film etc can also be used)

Evaluation

A comprehensive evaluation is built into the resources attached to this transition unit.

Resources

Websites

The resources and worksheets needed to teach this transition unit are available in 'Linking and Learning' from WorldWise: email worldwise@leargas.ie or call (01) 887 1232 / 1234 to get a copy or you can download a copy at

<http://www.irishaid.gov.ie/worldwise/resources.htm>

Other useful weblinks:

www.developmenteducation.ie – see teacher's section

www.dea.org.uk - development education in action website

www.developmenteducation.ie - contains fact sheets, photo stories and cartoons and much more

www.trocaire.org – check out both education resources and campaigning

www.cyberschoolbus.un.org The United Nations website about global issues for students www.globalissues.org and www.oneworld.net - both sites have good topic based information

<http://learn.christianaid.org.uk/YouthLeaderResources/> - A range of fun and interactive, simulation games to explore real life global issues.

The following online resources could help teachers and students to explore issues of culture, identity and N-S power relationships. 'Through Other Eyes' <http://www.throughothereyes.org.uk/> ; 'Open Spaces for Dialogue and Enquiry' <http://www.osdemethodology.org.uk/>

Other useful teaching resources

How the World Works, a resource for TY teachers, published by the Debt and Development Coalition, 2010 and available online at www.debtireland.org or by phoning 01-6174835

A Good Practice Guide to Whole School Linking, published by MUNDI www.mundi.org.uk

What is Development? Teaching about Development Issues at key stage 3, published by TIDE and 80:20